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ABSTRACT

This book applies the concepts of curriculum development and management, with curriculum defined as the collectivity of paper defining work, to a wide range of organizations, especially social service organizations, schools, and colleges. After an introductory chapter defining basic concepts, Chapters 1 through 7 cover: curriculum management as it relates to organizational characteristics of schools; quality control of curriculum design and delivery; environmental factors that affect quality control; the process of curriculum validation and abandonment; curriculum balance and the importance of outcomes; the planning process; and curriculum change and alignment. Chapter 8 relates Total Quality Management principles to the development of curriculum guides and presents a six-step design process. Curriculum mapping is defined as the technique used to chart the taught curriculum against the written one. Chapter 9 covers assessment of student learning, the components of testing, traditional testing, current trends, standardized testing, the need for local policies, and how to use results as indicators of school quality. Chapter 10 presents five standards for a curriculum audit and provides a format for a management audit. In each chapter there is a "Dialogue" section that answers commonly asked questions, and a section titled, "Activities for Personal and Staff Development." (Contains approximately 400 references.) (CH)

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